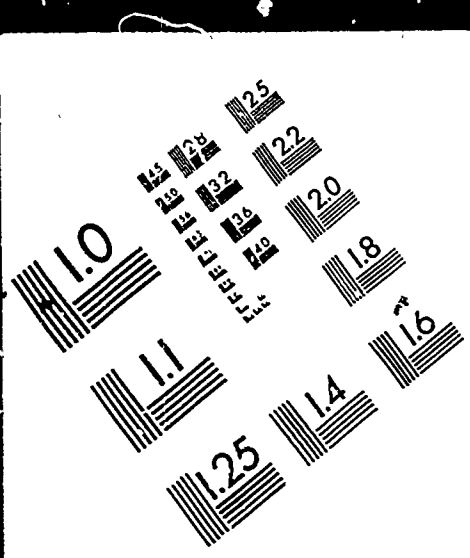

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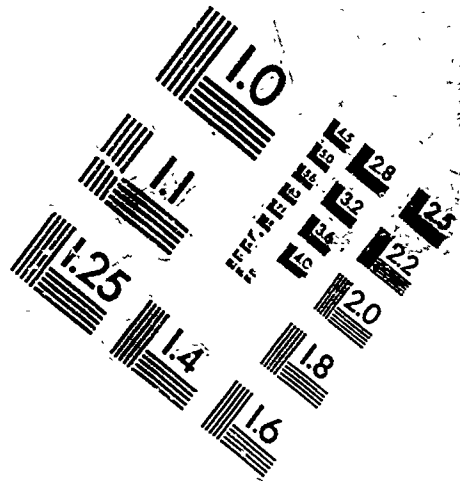

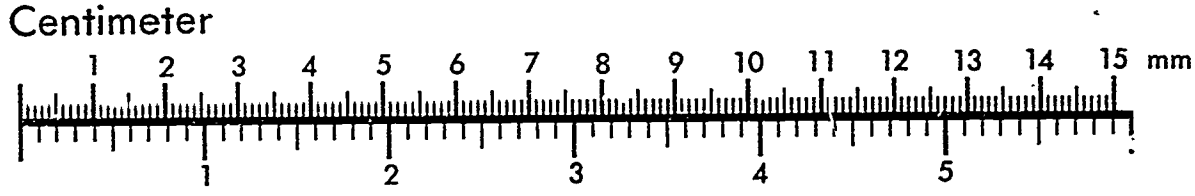

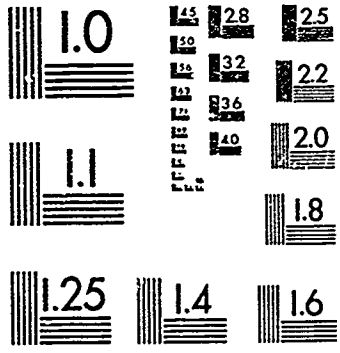

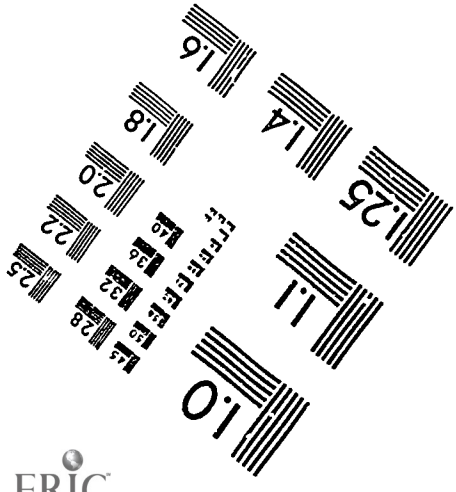

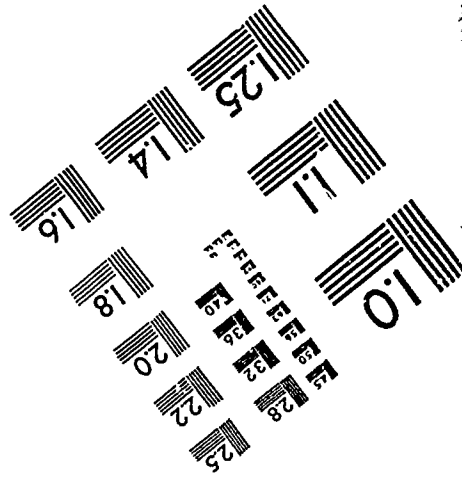

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ABSTRACT

This reference guide contains summaries of workshops developed by the Rural Technical Assistance Centers (R-TACs) at the Northwest Regional Educational Laboratory to provide assistance to Chapter 1 personnel. The booklet describes currently available standard workshops from which rural educators may select. Most workshops can range from an introductory overview to in-depth training with flexible time requirements. The R-TAC services are provided at no costs to state departments of education and rural school districts in Alaska, California, Idaho, Oregon Montana, Nevada, Washington, and Wyoming. The workshops cover four broad areas: instructional improvement; program improvement; parental involvement; and evaluation improvement. Each entry includes (1) the general goal of the workshop; (2) specific objectives; (3) description of the workshop content; and (4) the target audience for the workshop. (GHH)

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Rural Technical Assistance Centers Workshop Summaries

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INTRODUCTION

The Rural Technical Assistance Centers (R-TACs) at the Northwest Regional Educational Laboratory offer technical assistance through workshops, onsite consultations, mail and telephone contacts. The assistance is intended to help rural Chapter 1 personnel in four broad areas: instructional improvement, program improvement, parental involvement and evaluation improvement. R-TAC services are provided at no cost to state departments of education and rural school districts in Alaska, California, Idaho, Oregon, Montana, Nevada, Washington and Wyoming.

Workshops are often developed and provided in response to a specific need. There are, however, a number of standard workshops available from which rural clients may select. These are described in this document to facilitate access to R-TAC services.

Most workshops can range from an introductory overview to indepth training. The time requirements stated in the workshop descriptions are flexible and can be changed to meet the needs of a particular situation. Most workshops include hands-on experience to reinforce understanding of the topics. We also provide handouts (often booklets) to participants and follow-up help when needed. When we work with one district, we use specific information about that district.

R-TAC staff also provide consultations on topics in instructional improvement, program improvement, parental involvement and evaluation improvement. Consultations are most appropriate to address specific issues encountered by rural schools. We have performed consultations on a wide range of topics in the four broad areas.

For more information on R-TAC services, please contact:

Chapter 1 Rural Technical Assistance Centers
Northwest Regional Educational Laboratory
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1-800-547-6339

INSTRUCTIONAL IMPROVEMENT

ANOTHER SET OF EYES

Goal:

To present six observation techniques that offer varied kinds of pertinent feedback for instructional improvement.

Objectives:

Participants will:

- observe models of data collection that can be used in the classroom;
- understand how objective observation and non-judgmental feedback can provide a framework for teacher decision making;
- learn techniques that provide teachers with observational records which are relevant, useful, and non-threatening;
- be provided with materials which will enable them to select and effectively use the appropriate technique; and
- receive guidelines for transferring the newly learned skills into actual classroom observation and feedback.

Description:

This video program introduces six techniques for classroom observation: selective verbatim, verbal flow, at task, class traffic, interaction analysis, and global scan. The use of each technique is demonstrated on the video, and the kind of data that each technique collects is described. The program is organized so that its use can be easily adapted to a particular school's needs. The material in this program could be presented in a day long workshop, or in several shorter sessions.

Audience:

School administrators, program supervisors, specialists, classroom teachers, and peer coaches

BEYOND WORKSHEETS

Goal:

To improve the quality of Chapter 1 instruction by sharing information about instructional activities that go beyond worksheets.

Objectives:

Participants will:

- gain an increased awareness of alternatives to the traditional view of compensatory education;
- gain an increased awareness of the limitations of worksheets; and
- examine ways to incorporate alternative teaching into the Chapter 1 program.

Description:

This workshop is designed to generate awareness and interest in alternatives to the traditional use of seatwork to reinforce instruction. It includes examples of cooperative group approaches, reciprocal teaching, and extended projects. Peer tutoring and theme-based instruction are also addressed. This workshop is 2 hours in length.

Audience:

Chapter 1 staff, classroom teachers, administrators, and paraprofessionals

STRATEGIES FOR DEVELOPING COOPERATION IN THE CLASSROOM

Goal:

To understand and value the importance of peer group learning.

Objectives:

Participants will:

- learn the importance of peer learning groupwork;
- learn four workgroup structures and key issues in implementation; and
- conceptualize the difference between direct transfer learning and peer learning.

Description:

This workshop requires a minimum of 3 hours, and serves as an introduction to basic concepts of peer learning and provides teachers with several strategies for implementation. It provides a set of resources for further study.

Audience:

Elementary teachers

UNDERSTANDING READING: WHAT DO I DO ON MONDAY?

Goal:

To understand the reading process and to positively impact both teaching and learning.

Objectives:

Participants will:

- understand current research and theory on reading comprehension;
- examine their own instructional policies in light of current research and theory; and
- apply current research and theory on reading comprehension to the development and adaptation of instructional practices in Chapter 1.

Description:

This 1-hour workshop introduces research and practical theory on reading comprehension. It assists with the assimilation and integration of recent research into instructional practices.

Audience:

Chapter 1 staff

THINKING ABOUT READING ABOUT THINKING ABOUT READING

Goal:

To introduce research and practical theory on advanced skills.

Objectives:

Participants will:

- understand the requirements for teaching advanced skills;
- become familiar with current research and with terminology and issues associated with advanced skills; and
- learn specific strategies for integrating advanced skills in Chapter 1 instruction.

Description:

This workshop provides participants with a definition of advanced skills and gives explanations and activities for implementing advanced skills such as metacognition, inferences, critical thinking and problem solving. The workshop is 1 1/2 to 2 hours in length.

Audience:

Chapter 1 staff and classroom teachers

ESTIMATION IN MATHEMATICS

Goal:

To demonstrate the importance of teaching estimation in Chapter 1 and provide strategies for teaching it.

Objectives:

Participants will:

- gain understanding on estimation and its importance as part of advanced skills in Chapter 1 mathematics programs;
- recognize classroom situations in which estimation should be used; and
- learn specific strategies to use in Chapter 1 mathematics programs.

Description:

This workshop can be presented in either a 1- or 3-hour format. The 1-hour workshop introduces participants to research and theory on estimation in mathematics. It allows participants to assimilate and integrate the findings of recent research and current theory into their everyday instructional practices. This provides the basis for the 3-hour workshop.

Audience:

Staff of Chapter 1 math programs

MATH PROBLEM SOLVING

Goal:

To provide training and materials on problem solving.

Objectives:

Participants will:

- gain an understanding of problem solving as a process;
- understand the importance of problem solving for all students;
- see problem solving modeled as a process that can be taught; and
- have the teacher's role in teaching problem solving clarified.

Description:

This workshop provides participants with a range of problem solving approaches, examples of types of problems, and specific research pertaining to problem solving strategies. This workshop is 2 hours in length.

Audience:

Chapter 1 staff and classroom teachers

PROGRAM IMPROVEMENT

FOR THE CHILDREN: CHAPTER 1 PROGRAM IMPROVEMENT PROCESS

Goal:

To introduce a process of improving the achievement of educationally disadvantaged students.

Objectives:

Participants will:

- ❑ receive training in gathering and analyzing program data;
- ❑ focus on problems and areas for improvement and explore alternative solutions;
- ❑ analyze the merits of the solutions presented and devise a plan of action which includes strategies for change, assignments, timelines, and a list of the resources needed; and
- ❑ implement the plan, bring staff together to discuss progress, offer suggestions and assistance if needed, and evaluate change at the end of the year.

Description:

The year-long program improvement process uses a practicum format which addresses gathering information, targeting areas for improvement, building a vision, and implementing the plan to turn the vision into reality. Workshops are scheduled periodically throughout the year. Length of each workshop is tailored to the needs of participants.

Audience:

Schools not showing adequate NCE gains, or any school wishing to initiate a plan for improvement

NEEDS ASSESSMENT

Goal:

To provide training on how to develop and implement a teacher rating procedure for use in assessing student needs.

Objectives:

Participants will:

- ❑ construct a rating procedure to be used by regular classroom teachers in order to identify student needs for Chapter 1;
- ❑ summarize data obtained through the use of the rating procedure; and
- ❑ interpret teacher rating results for program planning decisions.

Description:

The 2-hour workshop provides basic training on conducting a needs assessment. The information in this workshop can also be used in a self-instruction format.

Audience:

Chapter 1 staff

STUDENT SELECTION

Goal:

To provide tools to use in Chapter 1 student selection.

Objectives:

Participants will:

- ❑ understand the student selection process;
- ❑ be aware of criteria which may be used in student selection; and
- ❑ receive examples of easy-to-use instruments for use in student selection.

Description:

This workshop takes approximately 1 hour and is designed to simplify and clarify the student selection process. It explains how to establish an eligibility pool and use of rank-ordering for selection. Participants are provided with easy-to-use selection instruments, and their use is modeled.

Audience:

Chapter 1 staff

TIME-ON-TASK

Goal:

To introduce participants to a time-on-task monitoring system.

Objectives:

Participants will:

- ❑ define concepts central to time-on-task;
- ❑ use a time-on-task monitoring system and interpret results; and
- ❑ identify ways to increase students time-on-task.

Description:

This workshop is designed to stimulate teachers' awareness of the importance of time-on-task. A good deal of research shows that this seemingly simple concept often accounts for achievement among some students and lack of achievement among others. In addition to the ideas behind time-on-task it provides an observation form that teachers can use for getting feedback on what happens in their classrooms. It is recommended that teachers ask a colleague or an interested volunteer to act as an observer for their classrooms. Observers can include another teacher, an aide, a parent or an older student. The workshop can be provided in 1-3 hours.

Audience:

Chapter 1 staff, classroom teachers, and administrators

COORDINATING INSTRUCTION IN CHAPTER 1 PROGRAMS (video presentation)

Goal:

To raise awareness of the importance of coordinating Chapter 1 with the regular classroom.

Objectives:

Participants will learn that:

- a primary purpose of Chapter 1 is to help students succeed in the regular classroom;
- the Chapter 1 law and regulations require coordination of Chapter 1 curriculum with that of the regular classroom;
- regular classroom teachers, Chapter 1 staff, principals, and Chapter 1 coordinators must work together to ensure coordination of instructional programs; and
- coordination of curriculum enhances student achievement.

Description:

The 15-minute video program provides an overview of coordination in Chapter 1 programs. The program focuses on reading at the elementary school level because this is the emphasis of most Chapter 1 programs. The content, however, is easily transferable to other subject areas and levels.

Audience:

Chapter 1 staff, classroom teachers, and administrators

COORDINATION OF CHAPTER 1 INSTRUCTION AND THE REGULAR CLASSROOM PROGRAM

Goal:

To provide information and training on coordinating Chapter 1 with the regular program.

Objectives:

Participants will:

- review program history and research findings which relate to coordination between regular and special programs;
- be provided with information and strategies for the coordination of Chapter 1 and regular programs; and
- learn to assess a program's current coordination activities and develop a plan for enhanced coordination.

Description:

The 2-hour workshop emphasizes the importance of a team approach and provides a process for the assessment and enhancement of coordination between Chapter 1 and regular programs. Participants will examine the elements common to schools with effective coordination between the regular and special programs.

Audience:

Chapter 1 staff

PARENTAL INVOLVEMENT

TEN TRUTHS OF PARENT INVOLVEMENT

Goal:

To provide a framework for parents to become involved in their child's education at home and at school.

Objectives:

Participants will:

- understand the attributes and perceptions that can help or hinder parental involvement;
- develop an understanding of the concepts of parent involvement;
- be given the means to empower parents and involve them in their children's educational process; and
- be provided with materials and activities to promote "parents as teachers."

Description:

This 1-hour workshop is designed to provide educators with a basic understanding of the research based elements forming the foundation of a successful parent involvement program. It familiarizes participants with basic knowledge prior to more in-depth training in specifics of parent involvement program design, implementation, evaluation, and modification.

Audience:

Chapter 1 staff and administrators

PARENT INVOLVEMENT: BEHIND THE RESEARCH

Goal:

To provide an understanding of the research base in support of effective parent involvement.

Objectives:

Participants will:

- become familiar with how parent involvement affects student achievement;
- learn the definition of parent involvement; and
- understand existing research and gain ideas for planning and evaluating parent involvement programs.

Description:

"Behind the Research" is a 1 1/2-hour workshop designed to present the research base in support of effective parent involvement. Upon completion, participants will have a better understanding of the foundation of parent involvement as it affects student achievement.

Audience:

Chapter 1 staff, administrators, and school boards

PARENT INVOLVEMENT EVALUATION

Goal:

To provide participants with tools and strategies for designing a parent involvement evaluation process.

Objectives:

Participants will:

- become familiar with a process for evaluating parent involvement;
- become familiar with evaluation tools (questionnaires, interview, observation, existing record review, focus group); and
- examine vignettes illustrating programs undergoing the evaluation process.

Description:

This workshop introduces teachers and administrators to a parent involvement evaluation process. It reviews the parent involvement mandates, clearly outlines the evaluation process step by step, and provides group activities in the form of vignettes illustrating aspects of this evaluation process. Tip sheets on evaluation instruments are provided to participants. The workshop is 2 hours in length.

Audience:

Chapter 1 staff, school boards, administrators, and regular school staff

PARENT INVOLVEMENT: PROCEDURES FOR PROGRAM REVIEW, PLANNING, AND DOCUMENTATION

Goal:

To provide information and materials for developing procedures for review, planning, and documentation of Chapter 1 Parent Involvement Programs.

Objectives:

Participants will:

- learn a definition of parent involvement;
- learn program assessment tools;
- select appropriate tools for home/school collaboration;
- learn how to use teacher and parent surveys in creating a planning guide; and
- create a framework for parent involvement programs.

Description:

This workshop describes tools that assist in both assessment and improvement of parent involvement programs. The workshop can be conducted in 1-2 hours.

Audience:

Chapter 1 staff, administrators and teachers

PARENT INVOLVEMENT IN PROGRAM IMPROVEMENT

Goal:

To provide an understanding of the levels of parent involvement and to examine the roles for parents in the program improvement process.

Objectives:

Participants will:

- explore meaningful roles for parents in the improvement process, specifically in the stages of assessment, planning and implementation;
- develop the understanding that parent involvement occurs at different levels of commitment; and
- receive a planning tool for involving parents in program change.

Description:

This 2-hour workshop will assist Chapter 1 teachers in understanding how parents can fulfill roles in program assessment, planning, and implementation. Emphasis is placed on parents' program participation at varying levels of commitment. The booklet "Parents in the Plan" is a useful guide which demonstrates how parents fit into the whole improvement plan.

Audience:

Anyone responsible for improving Chapter 1 programs (i.e., all Chapter 1 personnel at building, district, and state levels, and parents)

EVALUATION IMPROVEMENT

ASSESSING READING COMPREHENSION

Goal:

To provide valid and useful ways of assessing reading comprehension.

Objectives:

Participants will:

- ❖ become aware of some of the factors that influence the assessment of reading comprehension;
- ❖ review research findings which relate to the assessment of reading comprehension; and
- ❖ learn strategies and study examples of assessing reading comprehension based on research verified practices.

Description:

This workshop provides strategies and examples of ways to assess reading comprehension based on research-verified practices. The workshop may range from 3 to 4 hours.

Audience:

Chapter 1 staff, classroom teachers, and administrators

PORTFOLIO ASSESSMENT

Goal:

To provide training in the use of portfolios as an assessment and instructional tool.

Objectives:

Participants will:

- understand the essential features of a good portfolio;
- become familiar with existing portfolio systems;
- develop an awareness of the pitfalls and issues involved in using portfolios; and
- design a tentative plan for a portfolio system.

Description:

This 3-hour workshop provides teachers and administrators with an introduction to portfolios. It demonstrates how to facilitate student growth and encourage communication between students, teachers and parents through the effective use of portfolios. Participants will develop and present their own portfolios during the workshop.

Audience:

Chapter 1 staff and classroom teachers

CLASSROOM ASSESSMENT

Goal:

To teach the process of classroom assessment.

Objectives:

In Workshop #1, participants will understand the meaning and importance of quality classroom assessment, including:

- what student characteristics teachers can and do assess;
- what roles these assessments play in student learning;
- what methods teachers can and should use to conduct these assessments;
- what can go wrong when teachers try to assess;
- how to avoid pitfalls to sound assessment; and
- how to evaluate the quality of any assessment to see if the common pitfalls have been avoided.

In Workshop #2, participants will learn about measuring thinking skills in the classroom, including:

- a common language or vocabulary to use in thinking about teaching and assessing thinking skills;
- strategies to probe students' ability to think in various ways; and
- how to integrate thinking skills assessment in the classroom.

In Workshop #3, participants will examine classroom assessment based on observation and professional judgment, providing:

- ways to establish the credibility of performance assessment as a legitimate source of information on student achievement;
- a framework within which to think about, design, and develop performance assessments; and
- practice in applying that framework in the context of their classrooms.

In Workshop #4, participants will explore the issues involved in developing sound grading practices, including:

- ❖ exploring the advantages and disadvantages of various grading practices; and
- ❖ reviewing options and devising sound grading practices.

Description:

This is a series of 4 half-day (2 1/2-hour) self-contained workshops with a detailed trainer's handbook, handouts, transparencies, and a complete set of videos.

Audience:

Teachers and administrators

ORIENTATION TO CHAPTER 1 EVALUATION

Goal:

To acquaint Chapter 1 staff with selection and evaluation processes.

Objectives:

Participants will:

- gain an understanding of the norm-referenced evaluation model;
- receive assistance in implementing the model in their program setting; and
- receive recordkeeping materials to assist with their Chapter 1 evaluation.

Description:

This workshop acquaints participants with state and federal Chapter 1 regulations and assists them with the evaluation of student gains and sustained effects. The workshop can be provided in 1-2 hours.

Audience:

Chapter 1 staff responsible for evaluation reports

INTERPRETING CHAPTER 1 EVALUATION RESULTS

Goal:

To understand and interpret NCE scores.

Objectives:

Participants will:

- ❖ articulate program impact in terms of percentile change, NCE scores, test content mastery;
- ❖ discuss the meaning of NCE scores and explain factors affecting NCE mean gains;
- ❖ explain the difference between "expected" and "actual" growth;
- ❖ compare program impact between programs and across years in the same program;
- ❖ combine small classes to produce more data reliability; and
- ❖ interpret gain measures and evaluate results.

Description:

This workshop provides participants with the opportunity to examine, discuss, and interpret evaluation results as outlined in the Interpretation Guide for Chapter 1 Evaluation Results. The workshop is 2 1/2 hours in length.

Audience:

Chapter 1 staff

FUNCTIONAL LEVEL TESTING

Goal:

To provide an orientation to the concept of functional level testing.

Objectives:

Participants will:

- ❖ understand the reasons for functional level testing;
- ❖ understand the differences between out-of-level and in-level testing;
- ❖ be aware of the important factors in determining the student's functional level;
- ❖ understand the appropriate use of out-of-level testing;
- ❖ understand the necessity of score conversion for comparing out-of-level and in-level test scores; and
- ❖ learn the procedure for score conversion.

Description:

This workshop is designed to explain functional level testing and to walk participants through the decision making process required to use it appropriately. Score conversion procedures are explained and demonstrated. The workshop may range from 1 to 3 hours in length.

Audience:

Chapter 1 staff

TEST SELECTION

Goal:

To increase awareness of factors to be considered in selecting a norm-referenced standardized test.

Objectives:

Participants will:

- learn eight factors to consider when rating norm-referenced tests for Chapter 1 evaluation; and
- learn skills to rate and select the most appropriate norm-referenced test for a specific Chapter 1 project.

Description:

This is a two part workshop. The first part is an interactive discussion of the test selection criteria to be considered. The second part is a simulated test selection exercise in which participants follow guidelines in determining which of four tests is the best for a hypothetical situation. The workshop is 2 1/2 hours in length.

Audience:

Chapter 1 staff

TESTWISENESS

Goal:

To define and increase testwiseness.

Objectives:

Participants will:

- know what research says about testwiseness;
- be aware of potential or existing test-taking problems;
- know how to prepare parents, students and teachers for testing; and
- provide congruent practice for students.

Description:

This 2 1/2-hour workshop examines the topic of testwiseness or the ability to use the characteristics of tests and the testing situation to ensure an accurate measure of achievement. Elements of both student and teacher testwiseness are addressed.

Audience:

Chapter 1 staff, administrators, and classroom teachers

SUSTAINED EFFECTS

Goal:

To provide ideas for designing a sustained effects study and guidelines for analysis and interpretation of the data.

Objectives:

Participants will:

- understand sustained effects evaluation requirements;
- know the general format of a sustained effects question;
- understand the requirements and documentation needed for a sustained effects study;
- know how to summarize and interpret study results; and
- be able to identify factors that might cause the results they obtain.

Description:

This workshop assists Chapter 1 teachers in designing, analyzing, and interpreting sustained effects studies as required by federal regulations. This workshop is approximately 2 1/2 hours in length.

Audience:

Chapter 1 staff responsible for gathering and analyzing evaluation data

Appendix 16

END

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